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News Summary

Articles on inside pages

Statistical support for the view that some administrators protect their own numbers rather than hire professors has been suggested by a *Chronicle* survey. Story on Page 21.

Historian Diane Ravitch has documented the nation's efforts to overcome ignorance in *The Troubled Crusade: American Education, 1945-1980*. Story on Page 5.

A district court's decision on sex discrimination in Washington State may have national implications. Story on Page 10.

Faculty members have walked out in protest over budget reductions imposed on California's community colleges. Story on Page 11.

A budget bill approved by the Senate Appropriations Committee includes additional funds for disadvantaged students. Story on Page 17.

Social scientists are asking the Department of Health and Human Services to withdraw a proposed contract that imposes "political" criteria on bidders. Story on Page 17.

The Twin Cities of Minneapolis and St. Paul offer much more than "weather" for scholars who meet there. Story on Page 22.

Championship tournaments in women's sports will be run in the same way as those for men, in an effort by the National Collegiate Athletic Association to cut costs and discourage domination by "powerhouse" teams. Story on Page 28.

Australia may provide more financial support for higher education next year. Story on Page 31.

ALSO IN THIS ISSUE

Athletics	27-30
Books	5-9, 25
Bulletin Board	43-71
Calendar of Events	38-41
Deadlines	41-42
Deaths	38
Gazette	37-38
Grants	38
International News	31-34
Letters	35-36
Marginalia	2
News in Brief	2-3
Opinion	35
Personal & Professional	21-26
Point of View	72
Scholarship	5-9
Washington News	17-20

NEW THREATS TO DIVERSITY

Colleges to Be 'More and More Alike' by the Year 2000, Researcher Says

By MALCOLM G. SCULLY

Diversity among colleges and universities, long viewed as one of the strengths of the American system of higher education, declined significantly between 1960 and 1980 and faces further threats over the next two decades, according to Robert Birnbaum, a professor of higher education at Teachers College of Columbia University.

His research suggests that by the year 2000 "there will be fewer institutional types and institutions will look more and more alike."

A former chancellor of the University of Wisconsin at Oshkosh and a former vice-chancellor of the City University of New York, Mr. Birnbaum presents his findings in *Maintaining Diversity in Higher Education*, published this month by Jossey-Bass Inc.

To determine whether the system of higher education had become more or less diverse since 1960, Mr. Birnbaum used what he calls the "natural selection model," which treats the evolution of the system of higher education as analogous to the evolution of biological species.

Like the species, he writes, types of institution evolve to fill specific "niches" in

Continued on Page 14, Column 1

Campuses Enter Telephone Business to Defend Against Larger Bills

PHOTOGRAPH FOR THE CHRONICLE BY NORM SCHINDLER

Technological advances and lower costs were incentives for installing a new telephone system at U.C.L.A. Above, the system's central control area.

By JACK MAGARRELL

Colleges and universities are going into the telephone business, prompted by the court-ordered breakup of the Bell System and by the federal government's deregulation of the telephone industry.

More and more institutions are buying their own telephone equipment as a defense against bigger phone bills. By some estimates, the cost of basic phone service could triple in 1984.

A further incentive for institutions to install multi-million-dollar telephone systems comes from the development of new communications technology, including sophisticated electronic switching and higher quality transmission lines for voice and computer hookups. Some universities, a telecommunications consultant says, simply have outgrown the technological limits of their old phone systems.

Whether an institution sets up its own system or contracts with others for service, college administrators are being forced to make choices in an unfamiliar field—

Continued on Page 12, Column 1

Polish Regime Fires 1,329 at Universities

Charges of political purge are denied by government

By VERA RICH

LONDON

The Polish government has fired 1,329 university faculty and staff members, the chief government press spokesman has announced.

Faculty and student supporters of Solidarity, the outlawed independent trade union, cited the dismissals as evidence of a political purge of the universities, but the government spokesman, Jerzy Urban, said the firings had not been based on political attitudes.

Rather, he said, reviews of some 42,250 personnel files in recent months had shown the professors to be inefficient or incompetent.

Mr. Urban's announcement came shortly before a group of university professors and rectors warned that the Polish government's emergency powers, adopted shortly before the lifting of martial law, posed a threat to the autonomy and self-governance of the country's universities.

Councils May Be Suspended

Twenty-five faculty members from the University of Warsaw and five rectors of higher-education institutions in or near Warsaw urged Gen. Wojciech Jaruzelski, Poland's military leader, not to abrogate the relatively democratic procedures for university governance that were adopted in 1980-81.

The emergency legislation, which is to remain in effect until 1985, gives the government the right to suspend elected university governing councils if they act "contrary to law or the public interest," and to dismiss democratically elected university rectors.

It also permits the expulsion of students guilty of "particularly harmful actions against the state" and prohibits the establishment of any new student organization without the permission of the university rector.

Already some of the rectors elected under the democratic procedures have been

Continued on Page 34, Column 2

Eddie Robinson, Coach and Legend

Eddie Robinson, who has coached Grambling State University's football teams for 42 years, is one of only four college coaches to have won 300 games. He's so highly thought of in Louisiana that they've named a stadium for his family.

For details, see the "Athletics" section, which begins on Page 27.

'In' Box

The Supreme Court dealt a blow to the faculty-union movement in 1980 when it held that faculty members at Yeshiva University—a private institution—were not eligible for collective-bargaining protection because they were managerial employees. Now, through legislative efforts in two states, the unions are attempting to preclude such a finding for teachers at public colleges and universities.

Action on the bills—one passed in Ohio and the other pending in Illinois—followed lobbying efforts by all three major faculty unions—the American Association of University Professors, the American Federation of Teachers (A.F.L.-C.I.O.), and the National Education Association. The Ohio measure says faculty members at public institutions cannot be considered supervisors solely because they "participate in decisions in respect to courses, curriculum, personnel, or other matters of academic policy." The Ohio bill was passed in July, but final language on a comparable bill in Illinois has yet to be enacted.

In each case, the relevant provisions were attached to legislation granting collective-bargaining rights to public employees generally.

Gregory A. Humphrey, director of legislation for the A.F.T., says the federation has asked its affiliates to watch for opportunities in other states for legislation to counteract the *Yeshiva* decision.

In Washington, meanwhile, a bill has been introduced in the House to amend the National Labor Relations Act so that faculty members at private colleges and universities are not considered managerial employees. Gerie B. Bledsoe, director of collective bargaining at the A.A.U.P., says it proposed the measure, HR 3291, which includes language almost identical to the Ohio legislation.

•

New restrictions on unauthorized photocopying of copyrighted works surprised many faculty members on their return to classrooms this fall, according to a former university lecturer who is now working for Kinko's Graphics Corporation, a chain of 170 photocopying stores.

The employee, Howard Hawkes, helps teachers get book publishers' permission to copy protected material. Since May, he says, some 250 teachers have called him on Kinko's toll-free number (800-235-6919). He says many of them had to drop assignments they had planned for the fall term because their institutions adopted stricter policies over the summer and there was too little time to get photocopying authorization.

The policies were spurred by an agreement between publishers and New York University, which promised to control faculty copying in exchange for termination of a lawsuit against it and nine professors.

Some faculty members around the country have been circumventing campus restrictions by having students make their own photocopies at self-service copiers, Mr. Hawkes says. But, he says, Kinko's does not condone the practice.

Personal & Professional

Too Many Administrators? A Survey of Colleges Provides Some Grist for Those Who Think So

A frequent complaint of college and university faculty members, especially in times of financial adversity, is that their institutions are overloaded with highly paid administrators and other nonacademic employees.

Instead of hiring more teachers or increasing their pay, they charge, many administrators are inclined to keep their own numbers up at the expense of classroom instruction. And when personnel cuts are made, say the critics, faculty members too often are the ones to go.

Some statistical support for that point of view has been suggested in a nationwide survey for *The Chronicle*. Personnel specialists say the data, which cover reports from 200 public and private colleges and universities for 1980-81 and 1981-82, are more comprehensive than any previously reported. Among the findings:

► At nearly two-thirds of the institutions, at least 60 per cent of all employees in 1981-82 were in nonacademic positions—including administration, clerical work, and trade-and-technical jobs.

► At nearly one-third of the institutions, administrators and other "support" personnel outnumbered faculty members by at least 2 to 1.

► The tendency for administrators and support personnel to outnumber academic employees was far more pronounced at private than at public colleges and universities. Nearly 88 per cent of those institutions had administration-faculty ratios of at least 3 to 2, compared with about 42 per cent of the public institutions.

► The proportion of both public and private institutions with at least 3-to-2 ratios increased slightly over the two years covered in the survey.

The survey data reflect full-time equivalents, rather than head counts.

One faculty member who says he is troubled by such findings is Charles Bryan, professor of mathematical sciences at the University of Montana.

'We Can't Handle All the Students'

"I can't understand why we are hiring more people to run this place when we can't handle all the students enrolling in our courses," he says. "If we don't have enough people to teach the courses, it doesn't really make any difference how many clerical workers there are."

But Gary W. Wulf, vice-chancellor for resource administration in the University of New Hampshire system, questions the value of aggregate data on administration-faculty ratios for large groups of institutions. Such statistics are no more meaningful than average ratios of students to faculty members for an entire institution, he says, because they do not reflect the situation in individual academic units.

Moreover, says Ernest Benjamin, interim dean of the college of lifelong learning at Wayne State University, ratios of administrators to faculty members do not tell the whole story.

"I am more interested in what they do and if they do it well," he says.

Mr. Benjamin, who was president of the Wayne State chapter of the American Association of University Professors before becoming a university administrator two years ago, also disagrees with faculty members who contend that a big bureaucracy causes delays in administrative actions.

Department chairmen and deans, for example, are often unable to respond promptly to faculty requests for action simply because "there aren't enough people to get the job done," he says.

And while such administrative tasks as processing budget requests or redistributing resources "may seem mundane in comparison to the mission of teaching and research," says Thomas A. Kaluzynski, assistant provost for academic administrative services at Ball State University, "when you cut back on that you may ultimately end up boggling the activity of the faculty."

Mr. Kaluzynski, who is also chairman of the academic personnel council of the College and University Personnel Association, adds that he doubts that administrative staffing patterns in higher education will be transformed as dramatically by increased use of microcomputers as will the business and industrial sector.

Need for Flexibility

Administrative staffs are "not likely to be phased out so quickly," he says, because the "creative nature of the academy" demands a certain amount of flexibility that computers may not be able to offer.

Meanwhile, according to *The Chronicle*'s survey, at 45 per cent of all institutions in 1981-82, faculty members outnumbered administrators—excluding clerical,

Continued on Page 26, Column 3

Worsening Ph.D. Job Market Sends Many Out of Academe

WASHINGTON

The number of graduate students who walk out of a university with a new doctoral degree in one hand and a firm job offer in the other has continued to decline, according to a new study by the National Research Council.

The study found that about 60 per cent of those with doctorates in the humanities and 50 per cent of those with science and engineering degrees had commitments for immediate employment when they graduated between 1977-80. About 15 years earlier, however, more than 85 per cent of the humanities graduates and 65 per cent of the scientists and engineers left their campuses with job offers in hand.

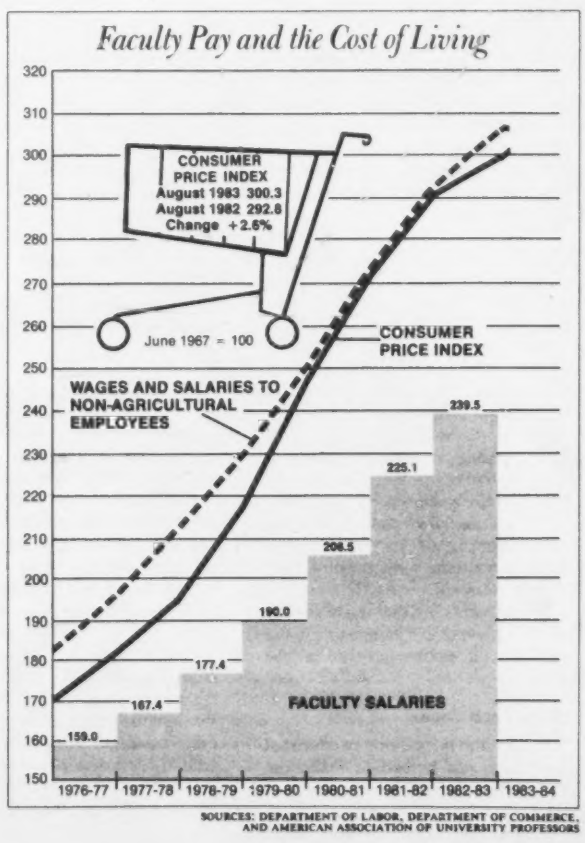
Scientists and Engineers, Particularly

The study also found that a growing number of Ph.D. graduates, particularly scientists and engineers, were taking positions in government and the private sector, rather than in academe, their traditional place of employment. For example, more than 50 per cent of the 1977-80 graduates with doctorates in engineering, mathematics, computer science, and the physical sciences took jobs in business and industry, compared with 38 per cent of that group 15 years earlier.

The study indicated that 75 per cent of graduates with humanities doctorates were employed by two-year and four-year colleges and universities.

The number of Ph.D.'s in the science and engineering fields who had firm plans for postdoctoral appointments also increased during

Continued on Page 25, Column 1



SOURCES: DEPARTMENT OF LABOR, DEPARTMENT OF COMMERCE, AND AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Job Market

Continued from Page 21

the last decade or so. About 47 per cent of the 1977-80 graduates in the life sciences, for example, had definite commitments for more study after they received their degrees, compared with 27 per cent of that same group 15 years earlier.

The employment study was based primarily on data from the National Research Council's 1981 survey of doctorate recipients in science, engineering, and the humanities. Support for the project was provided by the National Science Foundation and the National Endowment for the Humanities.

Categories Described

For purposes of the study, the science and engineering fields included mathematics, computer science, physics and astronomy, chemistry, earth and environmental sciences, agriculture, medicine, biology, psychology, and the social sciences. The humanities included art, history, speech and theater, music, philosophy, and languages and literature.

Of the estimated 358,000 graduates with science and engineering doctorates in the United States today, the study found that more than 50 per cent had earned their degrees between 1970 and 1980. Of the 76,000 humanities graduates in the country now, 57 per cent earned their doctorates during that period.

Men with doctorates in science and engineering still outnumber women with those degrees, according to a report of the study. However, the number of men who were graduated in science and engineering decreased slightly over the last decade, while the number of women earning those doctorates increased markedly.

Men with doctorates in the humanities also outnumber women with degrees in those fields. But the number of men and women earning humanities doctorates declined in the last decade.

An analysis of academic employment among those who received doctorates within the last decade indicated that a growing number of the younger Ph.D.'s were holding positions that did not lead to tenure.

More than 15 per cent of the scientists and engineers who received their doctorates between 1973 and 1976 did not hold a tenure-track position. The comparable figure for 1977-80 graduates was 25 per cent. Two decades ago, only 4 per cent of the group had jobs that did not lead to tenure.

Tenure Drop in Humanities

In the humanities fields, about 15 per cent of 1973-76 doctoral recipients and more than 25 per cent of 1977-80 graduates held positions that did not lead to tenure. About 22 per cent of 1973-76 graduates and 42 per cent of 1977-80 doctorates were in tenure-track positions but had not yet received tenure. Copies of the report, "Departing the Ivy Halls: Changing Employment Situations for Recent Ph.D.s," are available free of charge. Requests may be sent to the Office of Scientific and Engineering Personnel, National Research Council, 2101 Constitution Avenue, N.W., Washington 20418.

—BEVERLY T. WATKINS

Where Ph.D.'s Are Employed

	Year doctorate granted				
	1960-1964	1965-1968	1969-1972	1973-1976	1977-1980
Physical sciences and engineering†:					
Academic	54.4%	47.5%	38.2%	36.1%	34.2%
Nonacademic	45.6%	52.4%	61.7%	63.8%	65.7%
Business/Industry	34.5%	38.2%	46.1%	50.1%	52.8%
Government	7.8%	10.5%	10.7%	9.3%	7.7%
Other	3.3%	3.8%	4.8%	4.4%	5.2%
Total employed	18,200	24,700	33,400	27,000	21,000
Life sciences‡:					
Academic	67.3%	63.8%	62.6%	58.9%	62.1%
Nonacademic	32.1%	36.2%	37.3%	41.0%	37.7%
Business/Industry	14.1%	16.6%	15.4%	20.1%	19.2%
Government	12.1%	13.6%	14.3%	13.3%	11.5%
Other	5.9%	6.0%	7.6%	7.6%	7.0%
Total employed	9,100	10,700	16,200	15,500	11,200
Social Sciences:					
Academic	71.2%	65.3%	62.1%	57.7%	54.0%
Nonacademic	28.7%	34.4%	37.7%	41.8%	45.8%
Business/Industry	12.4%	17.4%	17.4%	15.9%	16.2%
Government	7.4%	7.4%	8.1%	10.5%	11.3%
Other	8.9%	9.7%	12.2%	15.4%	18.3%
Total employed	8,200	11,200	18,200	21,500	22,500
Humanities:					
Academic	92.9%	86.1%	85.8%	77.0%	75.0%
Nonacademic	6.2%	12.2%	13.7%	22.6%	24.9%
Business/Industry	1.8%	5.8%	5.5%	9.8%	10.1%
Government	0.3%	2.0%	2.4%	5.8%	5.0%
Other	4.1%	4.4%	5.8%	7.0%	9.8%
Total employed	6,000	9,000	14,200	16,600	13,100

† Includes mathematics, computer sciences, chemistry, physics and astronomy, earth and environmental sciences.
‡ Includes agricultural, medical, and biological sciences.

SOURCE: NATIONAL RESEARCH COUNCIL

New Books on Higher Education

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Academic Excellence Versus Public Service: The Development of Adult Higher Education in California, by Kathleen Rockhill (Transaction Books, Rutgers University, New Brunswick, N.J. 08903; 320 pages; $24.95 prepaid). A history of the 100-year-old Extension Service of the University of California.

Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars, revised edition (Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington 20009; 134 pages; $5). For college and university admissions officers and advisers to foreign students.

Applying Methods and Techniques of Futures Research (New Directions for Institutional Research #39), edited by James L. Morrison, William L. Renfro, and Wayne I. Boucher (Jossey-Bass Publishers, 433 California Street, San Francisco 94104; 110 pages; $7.95 prepaid). A collection of essays on how to assess social change and examine its implications for higher education.

Don't Miss Out: The Ambitious Student's Guide to Scholarships and Loans, 1984-85, by Robert Leider (Octameron Press, P.O. Box 3437, Alexandria, Va. 22302; 64 pages; $2.75). Octameron Press also publishes the following financial-aid guides for 1984-85; no shipping charge on a prepaid order: *The A's and B's of Academic Scholarships*, by Robert Leider and Shelly Schwab (64 pages; $2.75). *College Grants from Uncle Sam* (24 pages; $1.50). *College Loans from Uncle Sam* (24 pages; $1.50). *Earn and Learn: Cooperative Education Opportunities Offered by the Federal Government* (24 pages; $1.50).

The Holy Cross 100 Books (Office of the Dean, College of the Holy Cross, Worcester, Mass. 01610; 121 pages; limited number of free copies available). A collection of brief comments that Holy Cross faculty members have written about books especially important to them.

The Insider's Guide to the Top Ten Business Schools, edited by Tom Fischgrund (Little, Brown & Co., 34 Beacon Street, Boston 02106; 276 pages; $17.95 hardcover, $8.95 paperback, prepaid). Descriptions of business schools at Columbia University, Dartmouth College, Harvard University, Massachusetts Institute of Technology, Northwestern University, Stanford University, the University of California at Los Angeles, the University of Chicago, the University of Michigan, and the University of Pennsylvania.

Recruiting, Marketing, and Retention in Institutions of Higher Education, by Bob W. Miller and others (University Press of America; 351 pages; $13.25, plus $1.05 for shipping). Discusses methods of attracting and retaining students.

Woodrow Wilson
National Fellowship Foundation

INTERPRETING
THE HUMANITIES

June 17-29, 1984

A two-week workshop to help create a shared context for humanistic learning, to be held on the campus of Princeton University. Participants will rethink the nature of their disciplines and address those aspects of conventional teaching that result in student disaffection with humanistic learning.

Twenty-five college teachers of the humanities at four-year institutions, with a minimum of five years of teaching experience, will be chosen to participate based on their commitment to excellence in teaching and interest in the philosophy of humanistic education. Participants will be expected to disseminate material arising from the workshop on their own and other campuses. The workshop will be directed by Dr. Tamar March, Associate Provost, Hobart and William Smith Colleges. For information and applications, write to Humanities, WWNFF, Box 642, Princeton, New Jersey 08542, before January 10, 1984.

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CHRONICLE SURVEY

Faculty and Administrative-Staff Sizes Compared by Type of Institution, 1981-82 Academic Year

	PUBLIC INSTITUTIONS			PRIVATE INSTITUTIONS			
	Research Universities	Comprehensive Colleges*	All†	Research Universities	Comprehensive Colleges*	All†	All Institutions†
No. of administrators per 10 faculty members:							
At least 10	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	1.4%
At least 5 but fewer than 10	0.0%	0.0%	4.3%	0.0%	36.4%	46.5%	25.8%
At least 2.5 but fewer than 5	45.5%	37.5%	20.4%	66.7%	45.5%	35.0%	27.8%
Fewer than 2.5	54.5%	62.5%	75.3%	33.3%	18.2%	15.8%	45.0%
No. of clerical workers per 10 faculty members:							
At least 10	8.3%	0.0%	1.2%	0.0%	0.0%	2.5%	1.8%
At least 5 but fewer than 10	75.0%	25.0%	26.6%	100%	54.6%	67.3%	46.3%
At least 2.5 but fewer than 5	16.7%	68.7%	52.7%	0.0%	45.5%	26.2%	39.9%
Fewer than 2.5	0.0%	6.2%	19.5%	0.0%	0.0%	3.9%	12.0%
No. of technical personnel per 10 faculty members:							
At least 10	12.5%	0.0%	1.9%	0.0%	7.7%	5.8%	3.8%
At least 5 but fewer than 10	0.0%	0.0%	0.0%	50.0%	30.8%	23.8%	11.4%
At least 2.5 but fewer than 5	62.5%	33.3%	29.9%	33.3%	23.1%	44.0%	36.7%
Fewer than 2.5	25.0%	66.7%	68.1%	16.7%	38.5%	26.4%	48.1%
No. of other support personnel per 10 faculty members:							
At least 10	18.2%	0.0%	3.8%	0.0%	0.0%	1.8%	2.7%
At least 5 but fewer than 10	18.2%	23.1%	21.6%	40.0%	43.8%	43.5%	33.0%
At least 2.5 but fewer than 5	36.4%	53.8%	27.7%	20.0%	18.8%	30.0%	28.9%
Fewer than 2.5	27.3%	23.1%	46.9%	40.0%	37.5%	24.7%	35.3%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.
† Includes two-year colleges.

Note: Figures represent full-time equivalents. Survey data are based on responses from a stratified random sample of 100 public and 100 private colleges and universities. Institutions with enrollments under 500 are excluded. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Administrators

Continued from Page 21

technical-and-trade, and other support personnel—by a ratio of at least 4 to 1.

Nearly three-fourths of the public institutions, but only about 15 per cent of the private institutions, reported having at least four faculty members for every administrator that year. At the great majority of private institutions, there were an average of one to three faculty slots for every administrative post.

Need for Service Personnel

One reason for the disparity between numbers of administrators at public and private institutions, says Thomas A. Emmet, special assistant to the president of Regis College, is that most private colleges are residential and require more staff members to manage housing and dining services and facilities.

Mr. Wulf predicts that greater reliance on computers will probably cause an increase in the the number of technical and professional staff members who can "manage and massage" both computer equipment and data.

The Chronicle's survey was conducted by John Minter Associates and was based on a stratified random sample. Information was provided by college and university personnel directors.

Rebuilding Under Way

Other survey data collected recently for *The Chronicle* have suggested that many colleges and universities are beginning to rebuild their staffs. In 1982-83, for example, about 30 per cent of institutions surveyed increased the number of faculty positions they had, while 18 per cent increased the number of their administrative positions.

In addition, officials at about a third of the colleges said they expected to increase the size of their faculties this academic year, and about half as many said they thought they would be adding administrators.

—STACY E. PALMER

Eastern Michigan University
conference on
Foreign Languages for Business and the Professions
Hyatt Regency Hotel • Dearborn, Michigan
April 5-7, 1984

Keynote Speakers: *Sven Groennings* (Director, Fund for the Improvement of Postsecondary Education—FIPSE)
René Zentner (Associate Dean, University of Houston Law Center, formerly Advisor for Issues Analysis at Shell Oil Company)

CALL FOR PAPERS

GENERAL AREAS TO BE COVERED AT THE CONFERENCE:
BUSINESS: Papers on any foreign language for business are appropriate, but preference will be given to commercial FRENCH, GERMAN, SPANISH, and to commercial ENGLISH for foreign students.

PROFESSIONS: Papers on any foreign language for any profession are appropriate, but preference will be given to papers on French, German, Spanish or ESL for the following: ENGINEERING, the SCIENCES and TECHNOLOGY, LAW (police, lawyers, the courts), MEDICINE (doctors, nurses, dentists, pharmacists), SOCIAL WORK, FIRE FIGHTING, PUBLIC EDUCATION (administrators, teacher's aides, secretaries, counselors), MATHEMATICS and JOURNALISM.

English will be the language of discourse for all conference papers and sessions.

SPECIFIC TOPICS TO BE COVERED AT THE CONFERENCE:
The conference program will accommodate presentations between 10 and 45 minutes in length. Proposals must relate to one of the two areas defined above (BUSINESS or the PROFESSIONS). Priority will be given to clearly-focused papers dealing with one or more of the following specific topics:

- Rationale for programs in foreign languages for special purposes.
- Documented evidence of the need for business people and/or professionals with foreign language experience.
- Descriptions of existing courses on languages for business or the professions (e.g., course level, contents, texts and materials used, etc.).
- Explanations of existing programs on langauges for business or the professions (entrance and degree requirements; course levels, sequences and descriptions; other program components).
- Specific suggestions, based on experience, on how to plan, fund and implement new courses and/or programs of these types.
- Techniques, methods, texts and/or materials for teaching foreign languages for business or the professions.
- Internship programs in foreign languages for special purposes.
- Relationship of special-purpose language courses to traditional offerings in languages and literatures, in business and/or in the professions.
- Study of foreign cultures in language courses for special purposes.
- Proficiency testing in foreign languages for business or the professions.
- Strategies for retraining language educators to teach commercial and/or professional aspects of foreign languages and cultures.
- Strategies for establishing professional acceptance in academia for practical foreign-language courses and programs.
- Impact on public school education of these new college level programs.

ABSTRACT REQUIREMENTS *(eight copies must be submitted):*
Date Due: November 4, 1983. Late abstracts will not be considered.
Format: Limited to one 8-1/2" X 11" page. Include on this page the title, length of presentation (in minutes), primary audience, and a summary of the contents of the proposed paper.
Audience: Indicate that your paper is appropriate for a general audience of language educators or, if language specific, state the language to which it applies. Also, if your paper deals with the professions, state exactly which profession(s) it will cover.
Author: Your name should appear ONLY on a separate page or card.

All selected papers will be published in the conference proceedings.
Presenters will receive a 75% reduction in the conference registration fee.

Mailing address: Dr. Geoffrey M. Voght, Associate Professor of Spanish, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48197. (313) 487-0130/0178.

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